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ABSTRACT

This collection of 43 activities represents an initial sampling of the creative efforts that Vermont teachers are currently making to improve the learning environment of their students. The resources are the outcome of a campaign initiated by the regional service teams of the Vermont Department of Education to collect information about promising educational practices currently in use in Vermont schools. The exemplary teaching programs listed are arranged under subject headings and also indexed by title, author, region, and supervisory union. Each project is described in an abstract which includes the title, target audience, description, services available, contact name and school, and supervisory union. Subjects include art, basic skills, compensatory education, computers, curriculum, discipline, early education, enrichment, evaluation, instructional methods, language arts, library/media, local history, mapping, mathematics, music, special education, vocational education, and year books. Information is provided for ordering the full documents from the Vermont Educational Resource Base (VERB). (LMM)

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PROMISING PRACTICES IN VERMONT SCHOOL DISTRICTS

A Project of the Vermont Educational Resource Center

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October, 1983

INTRODUCTION

The exciting resources described in this booklet are the outcome of a campaign initiated by the regional service teams of the Vermont Department of Education to collect information about promising educational practices currently in use in Vermont schools. Early in 1982, Department of Education consultants were organized into five teams each serving a different region of the state. The promising practices campaign was an initial effort of these teams to interest local school districts in nominating their exemplary teaching programs and in sharing these practices with other schools in their regions.

At information and training sessions sponsored by the regional teams in cooperation with the Vermont Educational Resource Center in March, 1982, superintendents and their designated contact persons suggested ways in which the collection of promising practices could be helpful to them: promising practices could assist administrators in the development of regional inservice and professional development activities; programs could be observed by visiting school teams; developers/authors who offer workshops could be resources for regional inservice training; and the like. Readers reviewing the ideas of these creative Vermont educators are sure to find any number of uses for the practices described herein.

The promising practices are arranged under subject headings in the Table of Contents, with cross-referencing where appropriate. In addition, each resource is indexed by title, author, region, and supervisory union at the back of this booklet. The full documents, abstracts of which are presented here, are available through the Vermont Educational Resource Base (VERB), a microfiche collection of Vermont-developed educational practices, programs, and consultant services which the Department of Education's Vermont Educational Resource Center has been collecting since 1977. The VERB catalog number and the number of pages of the document are given under SERVICES AVAILABLE. An order form for ordering these documents in either microfiche or paper copy is at the back of this booklet.

Many of the authors offer consultant workshops demonstrating the use of the programs and materials they have developed. Others invite visitation to the school to observe the program in action. The name of a contact person is given under CONTACT for those wishing to avail themselves of either type of consultant service. Consultant resumes are included in all VERB documents that have a consultant service component.

The present collection represents an initial sampling of the creative efforts Vermont teachers are currently making to improve the learning environment of their students. It is by no means inclusive. All of the practices in this collection have been screened by a panel of readers to determine their usefulness to Vermont school districts. We encourage readers to communicate with regional team members listed on the next page about additional promising practices in their regions that might be collected and about the usefulness of this resource to them.

The Vermont Educational Resource Center would like to thank the many Vermont superintendents and their designated contact persons who assisted with and endorsed the collection effort. We also wish to thank the members of the regional teams of the Vermont Department of Education for their sponsorship of the promising practices project and for their assistance and follow-through on individual submissions. Most of all, we would like to thank the contributors to this volume for sharing their tested ideas for improving the educational opportunities of their students with other Vermont educators.

Alice Blachly
Editor, VERB Collection

ADDITIONAL COPIES OF THIS PUBLICATION MAY BE OBTAINED FROM:

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*Some team members may have changed since this publication was issued. For up-to-date information, contact team leaders.

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ART

Promising Practices Abstract **REGION:** NORTHEAST

TITLE: ART IS THE DERIVATIVE FOR READING, WRITING, ARITHMETIC

TARGET AUDIENCE: Middle, Secondary Teachers, Administrators

DESCRIPTION: A complete curriculum guide in art for grades 7-12 developed in the spring of 1980 at North Country Union High School and continually updated

Everything basic to teaching and managing an art program is assembled in this guide developed for North Country Union High School. Objectives, references, activities, research, equipment, and materials are listed for each course. Also included are instructions for substitute and student teachers, and a filing system. The aim of the art education program is to expose students to as many experiences and as much variety of subject matter as possible.

SERVICES AVAILABLE: Sample pages from the guide are in VERB (VB 393, 50 pp.). The author will lend the guide in its entirety or in sections to interested persons. He is happy to conduct workshops for small groups on any of the units in the book.

CONTACT: George W. Wiesen, Jr.
North Country Union High School
Newport, Vermont 05855 (802) 334-7921

SUPERVISORY UNION: ORLEANS-ESSEX NORTH

Promising Practices Abstract

REGION: SOUTHEAST

TITLE: ASSESSMENT AND GROWTH OF IMAGERY THROUGH THE ART PROCESS

TARGET AUDIENCE: Elementary through College Teachers, Parents

DESCRIPTION: Workshops and lectures for teachers and parents based on the approach to art education practiced at the Woodstock Elementary School.

The art program at Woodstock Elementary School focuses on individual development through the growth of imagery in relation to individuality, composition, form, color, and texture. The school has devised a method for both fostering and assessing individual growth with respect to these five attributes of artistic development.

The developer of the program gives two-week workshops in which philosophy, history, and appreciation of art are interwoven with a series of practical art problems based on his own elementary classes. Through this process, workshop participants become freed from preconceived ideas and deepen their understanding of the creative process both in themselves and in children.

Also available are art lectures for larger audiences, in which the developer will present the main philosophical points in the history of art, show slides of students' work illustrating these points, and lead audience discussion.

SERVICES AVAILABLE: Description of program, sample assignment and assessment forms, an example of student work showing growth in imagery over time, and consultant resume are in VERB (VB 408, 16 pp.). The workshops and lectures are available by contacting the developer.

CONTACT: Francis J. Gyra, Jr.
Woodstock Elementary School
Woodstock, Vermont 05091 (802) 457-2522

SUPERVISORY UNION: WINDSOR CENTRAL

Promising Practices Abstract

REGION: CENTRAL

TITLE: DEVELOPMENT OF AN ART CURRICULUM

TARGET AUDIENCE: Middle, Secondary Administrators, Teachers

DESCRIPTION: A sequential art program for students in Grades 7-12 involving the integration of vocational aspects of art and school and community projects into the program.

This art curriculum was developed in 1979-1980 for Peoples Academy in Morrisville under a Title IV Major Grant. The program for grades 7 and 8 encompasses the teaching of basic skills through augmenting the students' knowledge of a variety of art materials. For grades 9-12, the elective program teaches elementary art skills while exposing students to the responsibilities and benefits of a variety of art careers. School and community projects as well as individual projects are included.

SERVICES AVAILABLE: The Art Curriculum is in VERB (VB 362, 63 pp.).

CONTACT: Pat Zlotucha
Peoples Academy
Morrisville, Vermont 05661 (802) 888-4200

SUPERVISORY UNION: LAMOILLE SOUTH

Promising Practices Abstract

REGION: NORTHWEST

TITLE: USING ART IN AN INTEGRATED PRIMARY CURRICULUM

TARGET AUDIENCE: Kindergarten through Third Grade Teachers

DESCRIPTION: A primary-level program integrates art with all areas of the curriculum through units which focus on a central theme.

A primary-level program can have an integrated wholeness in many ways. An approach the author is exploring is to develop her curriculum through thematic units which can be explored through every subject area or through just a few subject areas. The author's belief is that this central focus is the way the mind naturally approaches learning. In a 22-page paper, she gives her reasons why art should not only be integrated into the curriculum but should receive much emphasis at the primary level. She goes on to give detailed descriptions of art activities she has used in several units. Numerous examples of integrating art and language arts, social studies, math, and science are given.

The paper is aimed at K-3 classroom teachers. All activities can be used with a regular-sized class of children. Previous experience in teaching art is not necessary for introducing any of the activities described.

SERVICES AVAILABLE: The paper is in VERB (VB 396, 22 pp.). It is also available from the author.

CONTACT: Jackie Werner
Monkton Central School
Monkton, Vermont 05469

SUPERVISORY UNION: ADDISON NORTHEAST

BASIC SKILLS

Promising Practices Abstract

REGION: NORTHWEST

TARGET AUDIENCE: PROJECT SMART
(Supplemental Math and Reading Time)

TARGET AUDIENCE: Elementary Teachers, Parents

DESCRIPTION: Project SMART is a set of 10 activities developed to give elementary students a chance to apply the basic math and reading skills to real-life situations with the help of parent volunteers.

The developer of this project discovered that some of her students were good reading or math students but had difficulty applying their skills to real-life situations. Others saw no need to learn the basics and were in need of motivation. To meet this challenge, she decided to provide opportunities for students to use real catalogs, checkbook registers, TV guides, transportation schedules, telephone books, package labels, menus, etc.

She set aside a time slot one day a week. The class was divided into groups of approximately 4 students. Each group worked with a parent volunteer who had the children solve various problems provided by the teacher, such as locating an item in a catalog, comparing costs, filling in an order blank, etc.

The activities are suitable for small groups led by teacher, aide, or volunteer. The project was originally developed for the third grade, but is readily adaptable to any elementary grade.

SERVICES AVAILABLE: Descriptions of each activity and of the simple materials needed to carry them out, and a sample letter to parent volunteers describing the project and soliciting materials are in VERB (VB 388, 7 pp.).

CONTACT: Lynette Bolin
Porters Point
Colchester, Vermont 05446 (802) 862-7842

SUPERVISORY UNION: COLCHESTER

COMPENSATORY EDUCATION

Promising Practices Abstract

REGION: NORTHWEST

TITLE: PROJECT: 3-D (DAILY ATTENDANCE, DAILY LEARNING, DAILY RESPONSIBILITIES)

TARGET AUDIENCE: Secondary Teachers, Administrators, Compensatory Educators, Parents

DESCRIPTION: Project 3-D is a comprehensive educational-occupational program for disadvantaged youths who have been unable to succeed in conventional school settings.

This alternative program at Bellows Free Academy, begun under a mini-grant in September of 1980, serves between 12 and 15 students. The program follows the normal school day five days per week. It is flexibly scheduled to meet the individual needs of the students. Each student's schedule includes:

1. academic subjects
2. vocational courses
3. a work-study program within the community or its environs
4. individual and group counseling on a daily basis
5. job entry skills including: attitudes, values clarification, decision-making, and building a positive self-image, built into all of the students' academic, vocational, and social program.

Individual and group counseling are offered to parents, and parent participation is constantly encouraged.

SERVICES AVAILABLE: The mini-grant application narrative and the final evaluation, including a list of materials and supplies purchased, are in VERB (VB 385, 14 pp.).

CONTACT: Harry Loso
Bellows Free Academy
Fairfax, Vermont 05454 (802) 849-6711

SUPERVISORY UNION: FRANKLIN WEST

COMPUTERS

Promising Practices Abstract **REGION:** NORTHEAST

TITLE: COMPUTERS IN THE CLASSROOM

TARGET AUDIENCE: Elementary, Middle Teachers

DESCRIPTION: Computer instruction has been integrated into the entire school program at Lunenburg Public Schools. It is used for both basic skills and supplementary activities.

In 1980, the Lunenburg Public Schools received a TRS-80 III microcomputer and printer through a Mini-grant. Since that time the TRS-80 has been upgraded and the school has purchased two additional computers (TRS Color). There are plans for continued expansion.

The goals of the program were to:

1. improve basic skills in reading and math
2. provide enrichment activities for selected students
3. introduce computers and computer technology to all students
4. provide computer literacy for staff

Program goals are achieved through scheduling computer time as part of IEPs for special education and compensatory students, small-group instruction for selected students, an over-view course for all classes in grades 3-8, a teacher competency course offering two recertification credits, and software development by staff members in answer to local needs.

SERVICES AVAILABLE: Brief program description and consultant resume are in VERB (VB 405, 2 pp.). The schools are open to visitation with prior notification to observe scheduling, instruction, independent work and other aspects of the program. Also available is consultation on premises to help introduce computers to a school, help with scheduling, hardware-software selection, teacher inservice, development of locally oriented software, and other related matters.

CONTACT: Paul Snizek
Gilman Middle School
Gilman, Vermont 05904 (802) 892-5969

SUPERVISORY UNION: ESSEX-CALEDONIA

Promising Practices Abstract

REGION: CENTRAL

TITLE: COMPUTER WORKBOOK

TARGET AUDIENCE: Elementary, Middle Teachers, Students

DESCRIPTION: A self-directed activity book written for elementary students who want to learn BASIC programming on a TRS-80 microcomputer.

The developer of this resource wanted to provide a means for his elementary students to learn simple programming on their own. The result is this 30-page booklet written in language specifically geared to the elementary student. Students complete the workbook by sections and have each section checked by the teacher before going on to the next.

SERVICES AVAILABLE: The activity book is in VERB (VB 357, 30 pp.).

CONTACT:
Donald Lange
Cambridge Elementary School
Jeffersonville, Vermont 05464 (802) 644-8821

SUPERVISORY UNION: LAMOILLE NORTH

CURRICULUM

Promising Practices Abstract REGION: NORTHWEST

TITLE: WINOOSKI K-12 CURRICULUM

TARGET AUDIENCE: Kindergarten through Secondary Administrators, Teachers, Parents, School Board Members

DESCRIPTION: A K-12 Curriculum for the Winooski School District arranged by subject and by grade level

The Winooski K-12 Curriculum is the product of a year's study of the Winooski School District curriculum made by the staff in 1979. The staff reviewed the entire program of studies in relation to the Winooski Design for Education and the educational philosophy of each of the three schools in the district. It is a 225-page looseleaf notebook outlining all courses offered in the district as well as vocational programs offered at the Essex and Burlington Vocational Centers. An introductory section illustrates the process by which the book was developed. Every teacher in the district receives a copy of the notebook and it is updated annually.

Courses are indexed horizontally by subject matter and vertically by grade level for ease of reference. Each course outline includes title, length of course, course description, objectives, materials used, and school objectives to which the course applies.

This material provides a guide for other school districts to the process of curriculum development. It demonstrates a K-12 curriculum and the value of grade-to-grade coordination. Other developers may choose to expand the scope of their curriculum using this as a guide.

SERVICES AVAILABLE: Sample pages of the K-12 social studies curriculum and consultant resume are in VERB (VB 403, 21 pp.). The 225-page guide may be borrowed without charge from the Winooski School District. The Superintendent of Schools is available to explain the guide and "walk" interested school personnel through the process by which it was developed.

CONTACT: Donald W. Messier
Superintendent of Schools
Winooski School District
Normand Street
Winooski, Vermont 05040 (802) 655-0485 or -3600

SUPERVISORY UNION: WINOOSKI

DISCIPLINE

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: A COMMITTEE APPROACH TO DISCIPLINE

TARGET AUDIENCE: Elementary through Secondary Administrators, Teachers

DESCRIPTION: A committee composed of teachers and administrators handles all problem behavior referred by teachers according to a definite step process

Winooksi High School has developed a way of handling discipline problems that shares responsibility among students, teachers, administrators and parents. The approach involves all teachers in the school (on a rotating basis), the principal, guidance counselor and, where appropriate, the school's learning specialists in focussing on violations of the disciplinary code in a systematic, impersonal, and effective manner.

A cornerstone of the program is a seven-step process for dealing with problems of increasive frequency or severity. Parents are informed at every step and are brought in at an appropriate point on the continuum. The step process allows students to accumulate "good time" for a period of problem-free behavior.

The program strengthens the teacher's role in discipline while at the same time taking the pressure off the referring teacher. It also enables the administration and guidance department to concentrate on counseling. The ultimate aim is to help students develop self-discipline.

SERVICES AVAILABLE: A copy of the Student Handbook which describes the disciplinary code and committee approach, a sample of the form used in communicating to parents, and consultant resume are in VERB (VB 418, 39 pp.). The developer is happy to provide technical assistance to teachers and administrators wishing to learn more about how the program works.

CONTACT: Roderick E. Ross
Associate Principal
Winooski High School
Winooski, Vermont 05404 (802) 655-2090 or 655-3530

SUPERVISORY UNION: WINOOSKI

EARLY EDUCATION

Promising Practices Abstract **REGION**: NORTHEAST

TITLE: EARLY EDUCATION - ESSENTIAL AND COMPENSATORY

TARGET AUDIENCE: Early Education, Essential Early Education Teachers, Administrators

DESCRIPTION: A regional program serving handicapped and developmentally delayed children from birth to age 5 in 4 supervisory unions

The St. Johnsbury School District has two programs serving children from birth to age 5 based on a combination of home and school environment: Early Education, and Essential Early Education. The two programs are funded separately but share a common classroom at Lincoln School. There are approximately thirty children who participate in the classroom activities. Two-thirds are enrolled in the Early Education Program, with the remaining one-third drawn from the Essential Early Education Program.

Children join the Early Education Program on the basis of yearly screening of all three- and four-year olds in the district. They attend classes 2 1/2 hours per day, morning or afternoon, five days a week. Emphasis is placed on helping children acquire the readiness skills necessary for kindergarten.

The Essential Early Education Program serves the St. Johnsbury School District and three nearby districts. Curriculum and attendance at the Lincoln School classes vary with the needs of the individual child. Regular instruction at home is provided where necessary. Self-help and communication skills are stressed. Believing that handicapped children benefit greatly from association with non-handicapped children, the staff makes every effort to include both groups in the activities of the Early Education program.

SERVICES AVAILABLE: Program description, core curriculum, parent newsletter, skills checklist, list of resources, and consultant resume are in VERB (VB 368, 15 pp.). The developer is willing to consult with individuals or groups who are developing an Early Education Program or an Essential Early Education program. She encourages persons interested to visit the St. Johnsbury program, where she will share information on screening, testing for eligibility, curriculum, workshops, and parent groups.

CONTACT: Joanne Hurley
Lincoln School
St. Johnsbury, Vermont 05819 (802) 748-8371

SUPERVISORY UNION: ST. JOHNSBURY

ENRICHMENT

Promising Practices Abstract **REGION:** CENTRAL

TITLE: ACTIVITY PERIOD

TARGET AUDIENCE: Elementary through Secondary Administrators, Teachers, Students, Community Volunteers

DESCRIPTION: Activity Period is one period set aside on a weekly basis for students and teachers to participate in enrichment activities. These activities support the academic curriculum and provide new learning experiences.

The goal of the Activity Period program at Williamstown Jr.-Sr. High School is to provide students with exposure to a wide range of leisure-time activities that will carry over into adulthood. Examples of activities offered are ping pong, knitting, cross-country skiing, foreign cooking, parlor games, hunting and safety, and auto mechanics. By participating in the activities together, students, teachers, and community members come to know each other in a more relaxed setting than the formal classroom and engage in activities of mutual interest and enjoyment.

The program has a staff of one coordinator and a number of activity leaders comprised of teachers and community volunteers. Activity leaders meet on a regular basis with their small groups of students. They share their special interests with the group. The coordinator organizes and oversees the implementation of the entire program by enlisting volunteers to act as activity leaders. Activity Period helps to get every student involved in the school on a personal level. It also helps to improve the school's climate.

SERVICES AVAILABLE: Program description with goals, objectives, rationales, an operational plan, and consultant resumes are in VERB (VB 375, 28 pp.). Also included are descriptions of the activities offered at WHS for all four quarters of the 1982-83 school year. The developers would be happy to describe the program to small groups of teachers and offer suggestions for local adoption.

CONTACT: Raamy Brown and David Savidge
Williamstown Jr.-Sr. High School
Williamstown, Vermont 05679 (802) 433-5350

SUPERVISORY UNION: ORANGE NORTH

Promising Practices Abstract **REGION:** NORTHWEST

TITLE ANDROS ADVENTURE

TARGET AUDIENCE: Secondary Teachers, Administrators

DESCRIPTION: An interdisciplinary course for 28 students from grades 9-12 at Colchester High School culminating in a week at the Forfar Field Station on Andros Island in the Bahamas, B.W.I.

Andros Adventure was developed for the 1981-82 school year as a combined classroom and field study experience in biology and art. Studies in preparation for the trip included biology, botany, drawing and water color techniques, snorkeling, photography, and journal-keeping.

The Forfar Field Station is operated by International Field Studies at Capitol University in Columbus, Ohio. IFS maintains the field station and a staff on Andros and helps schools and colleges plan field experiences there. The actual curriculum was developed and taught by Colchester teachers.

Andros Adventure could be adapted to include any discipline integrated into a of study biology. The project requires a week away from school, approximately $600 per student, creative teachers, and very hard work.

The project provided a unique opportunity to learn by doing, to express learning through many media, and to reflect on one's own culture by experiencing another.

SERVICES AVAILABLE: Abstract of the project and consultant resumes are in VERB (VB 387, 4 pp.). The developers offer a consultant service for administrators and teachers who wish to develop an interdisciplinary field study on Andros. They can describe Andros Adventure from start to finish, show slides, outline their curriculum, and share sample materials. The slides may also be borrowed from the developers without charge.

CONTACT: Betty Carvellas and Fran Allyn
Colchester High School
Colchester, Vermont 05446 (802) 658-1570

SUPERVISORY UNION: COLCHESTER

Promising Practices Abstract

REGION: NORTHWEST

TITLE: DESIGN (Dream to Encourage and Stimulate Individual Growth Now)

TARGET AUDIENCE: Elementary Administrators, Teachers

DESCRIPTION: Dream to Encourage and Stimulate Individual Growth Now (DESIGN) offers a guided opportunity for the enrichment and lateral extension of the basic curriculum for students in grades 1-5. It reinforces motivation and task commitment of students of all levels of ability.

The concept of DESIGN follows the Vermont Design for Education (1968) by creating a structure within which the student will "develop the freedom to learn to doubt with responsibility, think creatively, reason constructively, and seek solutions independently."

The long-term goals for DESIGN are to help teachers identify and challenge the motivated student to locate and use resources within the community. It allows motivated students of all levels of ability to select and complete a project which extends their basic classroom studies.

SERVICES AVAILABLE: Document describing the program, including student planning and evaluation forms, a bibliography, and ideas for possible adaptions are in VERB (VB 404, 28 pp.). The teacher who implemented the program, Michelle Jackson, is available to conduct teacher workshops to explain the program and assist teachers in making adaptations to their local needs.

CONTACT:
Elizabeth Van Buren
Chamberlin School
262 White Street
South Burlington, Vermont 05401 (802) 863-6450

SUPERVISORY UNION: SOUTH BURLINGTON

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: EXPLORATION: PROGRAM FOR GIFTED AND TALENTED

TARGET AUDIENCE: Middle, Secondary Teachers and Administrators

DESCRIPTION: A program developed as a means for gifted and talented students to explore areas of interest and ability and to be challenged outside the regular classroom setting.

Students are selected to participate in the EXPLORATION program in one of three ways: teacher recommendation; outstanding achievement in standardized testing or academic grades; or student self nomination.

Meeting with an advisor once a week, students choose an area they would like to explore, make plans, set goals, and proceed, frequently working on their own time. They receive no grade or credit for their work and so are learning simply for their own satisfaction.

Students are involved in a wide variety of projects depending on each individual's interest. Past projects included a video show based on 60 Minutes, photography, computer work, tutoring elementary school students, career investigation, and creative writing, as well as various projects in the arts.

Costs include film materials, publishing of a booklet of student writings, field trips, and other assorted expenses as determined by the students' choice of projects. Most expenses have been covered by the regular school budget. Chapter II has funded some costs.

SERVICES AVAILABLE: Brief program description and booklet of student writings, titled, Life: The Clue Connection, are in VERB (VB 414, 72 pp.). The booklet of student writings is also available from the school at a cost of $2.00.

CONTACT:
Lynn Granger
Winooski School District
Normand Street
Winooski, Vermont 05404 (802) 655-3530

SUPERVISORY UNION: WINOOSKI

Promising Practices Abstract **REGION**: CENTRAL

TITLE: MAPLE LEAF COMMUNITY LEARNING EXPERIENCE

TARGET AUDIENCE: Upper Elementary Teachers, Administrators, School Board Members, Community Members

DESCRIPTION: Maple Leaf is a school/community program in which students work and learn alongside people in their community for one week each year.

Maple Leaf originated in 1975 with two expressed goals: to provide a "hands on" experience for students in which they could put to use the skills they have acquired in subject-matter learning; and to offer each student an insight into the many diverse ways people of the community earn a living. The success of the program is reflected in the fact that businesses and hobbyists continue to accept students year after year.

Students select the program that best suits their individual interests from an information booklet describing projects available. The booklet also serves as an information guide for parents. Students attend the same project for the entire week in groups of from two to six, spending two hours each, for three mornings during the week of Maple Leaf. The projects are as diverse as occupations in the community and include sorting chicks in a grain store, polishing rocks in a lapidary, and making floral designs in a florist's shop. The projects are written up in a booklet of student writings which doubles as a yearbook.

Participation enables students to strengthen many social and academic skills. The program can be set up and adapted to each school's individual needs and can be implemented with no funds.

SERVICES AVAILABLE: Information booklet describing projects, several newspaper articles about the program, student reports of their projects for 1982, and consultant resume are in VERB (VB 407, 32 pp.). One of the developers of this resource is available to give a workshop for interested teachers, administrators, and students. He will give an oral presentation, show slides and illustrations/diagrams, distribute handouts, and answer questions.

CONTACT: Peter Reininger, Marsha Lane, and Pat Stevens
Morristown Elementary School
Morrisville, Vermont 05661 (802) 888-3335

SUPERVISORY UNION: LAMOILLE SOUTH

EVALUATION

Promising Practices Abstract **REGION:** CENTRAL

TITLE: EVALUATION PROCEDURE

TARGET AUDIENCE: Middle, Secondary Administrators, Teachers, Students

DESCRIPTION: Staff at the Washington County Community High School have developed an oral and written evaluation process which involves teachers and students in the assessment of student work and performance, course content, and instructor's strengths and weaknesses.

The procedures used are short, clear, and practical, and facilitate communication between students and instructors, provide a structure for student feedback, and result in a detailed evaluation of student work that is very helpful to students, parents, and school staff. The process can be an alternative, or an adjunct, to a traditional grading system.

The first component of the process involves a general oral evaluation of the course that includes both teacher and student points of view. This is followed by a written evaluation, including a rating of student's work using specific criteria and a series of short essay answers completed by the student concerning his or her strengths and weaknesses, important things learned, and suggestions for improvement. The teacher then evaluates the student, with consideration given to the student's self-evaluation.

SERVICES AVAILABLE: A step-by-step description of this process, a sample evaluation sheet, a description of consulting services available from the developers, and copies of their resumes are included in VERB (VB 376, 9 pp.). The developers are eager to conduct workshops and provide technical assistance to individuals or small groups of educators interested in adapting the Montpelier model for use in their own schools.

CONTACT: Anthony Pollina and Wendy Capobianco
Washington County Community High School
56 East State Street
Montpelier, Vermont 05602 (802) 229-4010

SUPERVISORY UNION: WASHINGTON CENTRAL

INSTRUCTIONAL METHODS

Promising Practices Abstract

REGION: NORTHEAST

TITLE: GROUPS OF FOUR

TARGET AUDIENCE: Elementary Teachers

DESCRIPTION: Groups of Four is a method of small-group instruction involving peer teaching and brainstorming. It is based on Math Their Way but has evolved into a technique used for all subjects in the developer's classroom.

Groups of Four operates under strict guidelines. Children are seated in groups of four. They are allowed to ask questions of each other for help. If none in the group can help, they raise their hands for teacher assistance. The teacher gives whole-group instruction first, then the children help each other in the groups on whatever activities are planned for the unit. The grouping is random and is changed every two weeks.

Children develop improved problem-solving techniques because of exposure to other perspectives, responsibility for themselves, and an appreciation of interdependence.

SERVICES AVAILABLE: Guidelines for the program and consultant resume are in VERB (VB 406, 4 pp.). Visitation by interested teachers to observe the program in action is encouraged.

CONTACT:
Ann Blanchard
Canaan Memorial Schools
Canaan, Vermont 05903 (802) 266-8910

SUPERVISORY UNION: ESSEX NORTH

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: PEER TUTORING - TRY ANOTHER WAY

TARGET AUDIENCE: Elementary Teachers

DESCRIPTION: A cross-age peer tutoring program which has been in use at Richford Elementary School since 1981.

Richford Elementary School is using to advantage the observed fact that children often learn more quickly from other children than they do from adults. Students who wish to tutor are chosen from among second to sixth graders on the basis of teacher recommendations and on student request to participate. They are trained in six half-hour training sessions held during normal class hours. Training techniques include emphasizing the positive, maintaining on-task behavior, analyzing the task, record-keeping, and role-playing.

The results for the tutees are measurable gains in such academic skills as penmanship, reading, spelling, and math. Less tangible but equally impressive are gains in self-image and the special bond that forms between tutor and tutee. The tutors learn to take responsibility and to appreciate the teacher's role. The classroom teacher reaps the benefits of skills taught by tutors and of positive attitudes created through their efforts.

The developer states that anyone with one successful year of teaching could use this program effectively.

SERVICES AVAILABLE: The program report, a newspaper article describing the program, the author's research paper describing the results of peer tutoring on two mainstreamed students, and consultant resume are in VERB (VB 395, 59 pp.).

The author conducts workshops for groups of up to 25 primary and/or elementary teachers who wish to try out the idea. She will share ideas about how to set up an effective peer tutoring program, show slides and/or a video tape, and conduct a work session for participants to create their own programs. She will also demonstrate tutor training sessions and make sample programs used in her research available if desired. The slide show and video tape are also available for rent or loan from the author.

CONTACT: Mary Sherrer
Richford Elementary School
Richford, Vermont 05476 (802) 848-7453

SUPERVISORY UNION: FRANKLIN NORTHEAST

Promising Practices Abstract

REGION: NORTHWEST

TITLE: TRAINING PEER TUTORS: COUNSELING AND TEACHING SKILLS

TARGET AUDIENCE: Middle Elementary through Secondary Teachers, Guidance Counselors, Students

DESCRIPTON: A peer tutoring program at St. Albans City Elementary School gives equal importance to counseling skills and specific teaching techniques.

This peer tutoring project involves the school counselor and Chapter I teacher in working cooperatively to enhance the learning experience of selected Chapter I students. It is based on the assumption that one of the most effective ways to learn is by teaching. Students are given the opportunity to try teaching as peer tutors. Training consists of two parts: how to deal with people; and how to teach skills.

The program has multiple effects. It enriches service delivery by intensifying students' involvement in the learning process both academically and affectively. In addition, it allows for an increase in the number of students who receive services without increasing staff size.

SERVICES AVAILABLE: Program description, sample modules used in training peer tutors, and consultant resumes are in VERB (VB 391, 12 pp.). The developers are available to do workshops to assist teachers in the adaption of a similar project.

CONTACT: Sara Denny and Doug Klete
St. Albans City Elementary School
St. Albans, Vermont 05478 (802) 527-7117

SUPERVISORY UNION: FRANKLIN CENTRAL

LANGUAGE ARTS

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: EXPERIENCES IN LITERATURE

TARGET AUDIENCE: Elementary Teachers

DESCRIPTION: A program designed for use by elementary teachers who are interested in introducing a literature component to classroom reading instruction.

The author felt that literature was a sideline rather than an integral part of her students' reading instruction. In February of 1982, she was awarded a mini-grant for a project she wanted to try with her third graders entitled, "Experiences in Literature." Her goal was to develop an organized plan for a literature component within her reading program.

She chose a group literature approach because it allows for a much wider range of activities in relation to literature thanuninterrupted sustained silent reading or individualized reading. Through a group literature approach, students are given the opportunity to internalize their reading through discussion, puppetry, creative dramatics, and group activity and within this framework may also be required to go beyond simple recall or comprehension. Most importantly, she feels, having a literature component in the reading class conveys to students that we read for meaning.

The program she developed is based on multiple copies of tradebooks. She describes the method she used for setting up the program and gives numerous suggestions for group activities she has tried out in her classroom. A bibliography and appendix of sample activities and worksheets are included.

SERVICES AVAILABLE: 32-page paper is in VERB (VB 401).

CONTACT: Kathryn S. Buley
Orchard School
Shelburne Road
South Burlington, Vermont 05401 (802) 862-6764

SUPERVISORY UNION: SOUTH BURLINGTON

Promising Practices Abstract **REGION:** SOUTHEAST

TITLE: GUIDE TO DEVELOPMENTAL READING GRADES K-5

TARGET AUDIENCE: Pre-K through Elementary Teachers

DESCRIPTION: A guide to the Developmental Reading Program for Grades K-5 which has been in use in the Springfield School system since 1969.

Student selection of trade books and a skills monitoring system developed by the district's teachers are at the center of this individualized reading program.

The guide describes various components of the Developmental Reading Program. Information provided includes steps for development of comprehension questions for books (book checks) and accompanying phrase cards, procedures for conducting pupil-teacher book conferences, developing vocabulary at first grade, and establishment of classroom routine. Suggestions for setting up schedules, ideas for follow-up book activities, and the sequence of the skills used in the skills hierarchy are presented.

SERVICES AVAILABLE: The guide is in VERB (VB 416, 37 pp.). Diagnostic Inventories (pre-tests) may be borrowed from the school district. Visitation to the school to talk with the developers and observe the program is encouraged.

CONTACT:
Laura Rauner-Rolph
Park Street School
60 Park Street
Springfield, Vermont 05156 (802) 885-5141
Ext. 217

SUPERVISORY UNION: SPRINGFIELD

Promising Practices Abstract **REGION:** NORTHEAST

TITLE: INDEPENDENT READING PROGRAM

TARGET AUDIENCE: Elementary through Secondary Teachers, Administrators, Students

DESCRIPTION: An independent reading program for K-12 which is flexible enough to accommodate individual interests, abilities, and levels of self-discipline.

Independent reading at Blue Mountain functions as an elective at the secondary level but replaces all or part of the student's regular reading program at the elementary level. In kindergarten through Grade 2, the program is based upon oral reading and listening to students' perceptions of the books. In Grades 3-6, conferences focus upon plot and character. In secondary school, level of discussion increases in complexity with the intellectual level of the reader.

Students in the program sign a contract agreeing to read for a specified number of hours a week in books chosen by the student with the approval of the instructor. Each student participates in a weekly fifteen-minute conference, discussing his or her reading and planning future readings. The student compiles a file of 3 x 5 cards, citing bibliographical data for each book and summarizing its contents. A final exam includes an evaluation of student progress and a course evaluation. Students not fulfilling contract guidelines for two consecutive weeks are dropped from the program.

Students learn that their opinions and beliefs matter, that argumentation must be backed up with examples and facts, that reading, discussing, and evaluating good literature are satisfying and fun, and that they can talk with teachers as intellectual equals if they behave accordingly.

SERVICES AVAILABLE: Course description, grading, criteria for evaluating level of book and level of student discussion, sample contract, sample final exam question, and the Independent Study Handbook in use at Blue Mountain Union School are in VERB (VB 402, 14 pp.).

CONTACT: Sula Rowe
Blue Mountain Union School
Wells River, Vermont 05081 (802) 757-2711

SUPERVISORY UNION: BLUE MOUNTAIN

BEST COPY AVAILABLE

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: JUNIOR GREAT BOOKS

TARGET AUDIENCE: Elementary, Middle School Teachers, Librarians

DESCRIPTION: A Junior Great Books program has been used successfully at Milton Elementary School. It is based on the program developed by the Great Books Foundation.

The purpose of this program is to increase students' reading comprehension through the use of "shared-inquiry" discussions. Books for the program are provided by the Great Books Foundation in Chicago, Illinois. A different series of books are used for each grade level (2-8). The literature includes fairy tales, fables, and more modern high-quality children's stories by authors such as Oscar Wilde, Phillippa Pearce, James Thurber, and A. A. Milne. Leaders are required to attend a two-day training workshop sponsored by the Great Books Foundation.

Participation in the program increases students' skills in searching for meaning and increases students' confidence in group discussion.

SERVICES AVAILABLE: See also: VB 389, 1 page. The program may be observed in operation at Milton Elementary School.

CONTACT: Ruth Magill
Elementary Librarian
Milton Elementary School
Milton, Vermont 05468 (802) 893-6636 or 893-4358

SUPERVISORY UNION: MILTON

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: KEY WORDS TO READING - AN INDIVIDUALIZED APPROACH

TARGET AUDIENCE: Elementary Teachers, Remedial Reading Specialists

DESCRIPTION: A program description and a consultant workshop demonstrating the key-word approach to developing sight vocabulary and word-attack skills

The key-word idea was adapted specifically for remedial reading in Grades 1-3 at the Milton Graded School system. Students' "key words," important to them because of their individual experiences, are attached by shower ring hooks to a large key ring. They are then used in a variety of ways to develop sight vocabulary and reinforce word-attack skills.

Teachers will find the key-word individualized approach appropriate at any grade level. It may be used one-to-one, in small groups, or as an activity involving the entire class. It is an excellent supplement to an ongoing reading and writing program and has applications in specific subject areas such as math, science, and social studies.

SERVICES AVAILABLE: See also: VB 394 for program description and consultant resume (1 p.). In a workshop, the author of this program can help teachers know the specific procedure for obtaining key word information from students and become familiar with the varied uses and learning activities the key word method provides. She will give a slide presentation of ongoing classroom key word activities and demonstrate how key words facilitate reading skills and creative writing experiences. The program may also be observed in operation at the Milton Graded School with prior notification.

CONTACT: Anne Watson
Milton Graded School District
Herrick Avenue
Milton, Vermont 05468 (802) 893-4358

SUPERVISORY UNION: MILTON

Promising Practices Abstract **REGION:** SOUTHWEST

TITLE: MINIBOOKS

TARGET AUDIENCE: Pre-K through Middle School Teachers, Principals, Parents, School Board, Community

DESCRIPTION: A learning/teaching device that crosses all grade levels and subject matters, using materials readily available

Learning specialists at Neshobe School began using minibooks as a supplementary classroom activity in 1981. They have found that making minibooks is a rewarding experience for all students in grades K-8 and that it is an appropriate activity for all subject areas. Minibooks can be catalogued and included in school libraries. They are also an excellent school-home public relations device.

Examples of applications of minibooks include:

- old basal readers recycled into small books with controlled vocabulary
- booklets for speech articulation, vocabulary development, and record-keeping
- autobiographies
- journals
- diaries
- logs
- children's own stories
- project reports
- classbooks of students' stories

SERVICES AVAILABLE: Directions for making minibooks and suggestions for suitable materials to use are in VERB (VB 383, 2 pp.) Sample minibooks are available from the developers.

CONTACT: Beverly Jones, Angela Guimento, and Peg Disorda
Neshobe School
Ayrshire Building
Brandon, Vermont 05733 (802) 247-5757 or 247-6701

SUPERVISORY UNION: RUTLAND NORTHEAST

Promising Practices Abstract

REGION: SOUTHEAST

TITLE: ONCE UPON A SHARED BOOK EXPERIENCE

TARGET AUDIENCE: Pre-K, Elementary Teachers, Administrators

DESCRIPTION: A slide-tape program introducing the philosophy and techniques of the shared book reading experience.

Shared book reading is a method of teaching reading skills and strategies through meaningful reading. The shared book approach is a creative, effective, and manageable technique for teaching reading in traditional and developmental classrooms, one which supports and enriches current reading systems.

The author has developed a slide-tape program as a resource for educators and parents of elementary students in Vermont. It is most useful for administrators and teachers of children from Grades K-4. Through specific examples of teachers and children in Vermont and New Zealand engaged in exploration of text and literacy-extension activities, the program teaches an effective method for motivating children to read independently.

SERVICES AVAILABLE: The slide-tape program is available for loan without charge to Vermont educators.

CONTACT:
Phyllis Arata-Meyers
Woodstock Elementary School
South Street
Woodstock, Vermont 05091 (802) 457-2522

SUPERVISORY UNION: WINDSOR CENTRAL

Promising Practices Abstract

REGION: NORTHWEST

TITLE: READING PROGRAM FOR GRADES 7-12 AND SPECIAL EDUCATION

TARGET AUDIENCE: Middle, Secondary Teachers, Students, Special Educators

DESCRIPTION: A reading program for grades 7-12 which has been used successfully with special education students in grades 7 and 8 at Missisquoi Valley Union High School.

This program was designed to provide a visual/auditory reading program for special education and regular classroom students. It involves the use of short newspaper stories of various readability levels appropriate for mainstreamed students in grades 7-9. The stories cover a variety of topics of local interest enabling the students to see the relationship between community and school life. Teaching activities include varying modes of presentation and participation: tape recordings of all of the stories, printed copies of the stories, worksheets, and review sheets.

Readability levels are provided for all of the stories. They are also arranged in chronological order, enabling a teacher to choose the stories according to readability level or in the order in which they appeared in the local newspaper. If the teacher chooses the latter option, students are often elated to find that they can read above their grade level.

The program helps build students' self-esteem and encourages them to continue with the program. It also helps stimulate the students to read newspapers, articles, and books.

SERVICES AVAILABLE: Components of a comprehensive instructional system, table of contents, story readability levels, guided reading procedure, tutorial checklist, stories, worksheets, reviews of all stories, and consultant resume are in VERB (VB 397, 319 pp.). The cassette tapes are available for loan from the developer. The developer will work with small groups of teachers on request to help them adapt this program to their own needs.

CONTACT: Sally Simpson
Missisquoi Valley Union High School
R.R. 2, Box 268
Swanton, Vermont 05488 (802) 868-7312

SUPERVISORY UNION: FRANKLIN NORTHWEST

Promising Practices Abstract

REGION: CENTRAL

TITLE: SPONGE AND SPIKER BRING LIFE TO REMEDIAL READING

TARGET AUDIENCE: Elementary through Secondary Teachers, Remedial Reading Specialists

DESCRIPTION: A tradebook program based on Roald Dahl's books designed to teach vocabulary and develop word recognition skills.

The Chapter I supervisor of the Washington Central Supervisory Union wanted to design a program which could be used on a once-a-week basis with two groups of fourth graders who needed help in applying word attack skills to multi-syllable words, vocabulary expansion, and material which would motivate them to read independently.

The program she developed is based on the books of Roald Dahl, but any tradebook containing good descriptive language could be used. With one of Dahl's books and a growing vocabulary list as a springboard, the students worked on both oral and written skills through oral language games, word skill activities, written language activities, comprehension activities, and a reading incentive chart. The developer has found this to be an organized, effective procedure for teaching a variety of skills in a short period of time.

SERVICES AVAILABLE: Project description, suggested activities, and consultant resume are in VERB (VB 380, 3 pp.). The developer is willing to work with small groups of teachers to explain this resource and suggest how it might be adapted to meet individual classroom needs.

CONTACT:
Mary Ann Hoh
Box 188
East Montpelier Elementary School
East Montpelier, Vermont 05651 (802) 229-0976

SUPERVISORY UNION: WASHINGTON CENTRAL

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: TELEREVIEW

TARGET AUDIENCE: Middle School Teachers, Librarians, Students

DESCRIPTION: Students prepare and present videotaped "booktalks" which are added to the Library's collection to help students in book selection.

The Telereview project provides the opportunity for students to prepare, present and view information about books in the library's collection through the medium of videotape. Children gain experience in public speaking and in the mechanics of television production and at the same time produce something of value to others.

Students select a book for review and read it in its entirety. With the help of the classroom teacher or librarian, they learn how to present a short talk on the book in an interesting, clear manner, using visual props where appropriate. Those involved in television production learn the roles of director, set or art designer, and camera person. Students critique themselves and re-tape the booktalk if necessary. The booktalks then become part of a collection of peer recommendations of books which are available for viewing in the library.

Among skills this project helps to develop are reading, preparing a report, public speaking, summarizing, critical thinking, expresing an opinion, and evaluating written material.

SERVICES AVAILABLE: A description of the project and an outline of the process, including instructions to students for preparing and videotaping the booktalks, are in VERB (VB 409, 5 pp.).

CONTACT:
Sarah Beers and Marie Bender Toro
South Burlington Middle School
500 Dorset Street
South Burlington, Vermont 05401 (802) 658-3730

SUPERVISORY UNION: SOUTH BURLINGTON

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: YOUNG AUTHORS' WEEK

TARGET AUDIENCE: Pre-K through Middle School Teachers

DESCRIPTION: K-5 students became actively involved in reading and writing activities which were integrated with other subject areas in a hands-on participation week with a chance for every child to meet authors and illustrators and discover they are "real" people.

Essex Junction Elementary Schools celebrated I LOVE TO READ AND WRITE WEEK (February 1983) with a busy schedule of whole-school and small-group activities. All students in each of the three schools heard a minimum of three guest speakers during the week, were invited to participate in a "dress-up-as-your-favorite-storybook-character" day, and had something on display for Open House. Many students participated in small group workshops, book exchanges, Young Author's Luncheons, and numerous classroom activities. Each school had a logo for the week chosen from among student designs, and every student was presented with a button to be worn during the week and kept as a remembrance.

The developer of this resource has pulled together an overview, descriptions of specific activities, sample letters to parents, schedule of organization, press coverage, and resource lists of helpful information for setting up a Young Authors' Week on the elementary school level. Suggestions for involving the whole school, small groups, teachers, and parents, and a time-line for organizing the week at Essex Junction are given. All suggestions are appropriate for one or a number of schools and for other levels with simple modifications.

SERVICES AVAILABLE: The materials described are in VERB (VB 370, 17 pp.).

CONTACT: Carolyn S. Hall
Hiawatha School
Essex Junction, Vermont 05452 (802) 878-5354

SUPERVISORY UNION: CHITTENDEN CENTRAL

LIBRARY/MEDIA

Promising Practices Abstract

REGION: NORTHWEST

TITLE: CATALOGING OF NON-BOOK MATERIALS

TARGET AUDIENCE: K-12 Librarians, Media Centers

DESCRIPTION: A manual presenting a simplified and consistent set of rules for cataloging audio-visual materials for small school media centers.

Cataloging of Non-Book Materials grew out of a need of the South Burlington Middle School for a system of cataloging audio-visual materials that was consistent, simple, and flexible enough to meet the needs of a small school media center. After a thorough literature search, the librarian adopted a primary source (Riddle, Lewis, and MacDonald, Non-book Materials: The Organization of Integrated Collections, Canadian Library Association, Ottawa, Canada, 1973). The rules from this text were abridged and adapted for the media center's specific needs. Examples of catalog cards from the Center's collection are given for each type of A-V material. All non-book materials with the exception of computer software are covered.

SERVICES AVAILABLE: The 26-page manual is in VERB (VB 390).

CONTACT:
Marie Bender Toro
South Burlington Middle School
500 Dorset Street
South Burlington, Vermont 05401 (802) 658-3731

SUPERVISORY UNION: SOUTH BURLINGTON

LOCAL HISTORY

Promising Practices Abstract **REGION:** NORTHEAST

TITLE: THE ESSEX EXPLORERS

TARGET AUDIENCE: Elementary, Middle School Teachers, Parents

DESCRIPTION: An account of how a small rural school used an active approach to the study of local history and received the added benefit of local support.

The Essex Explorer program demonstrates how a small school with few cultural resources readily available to it developed a successful and simple program that brought student body and community members closer together by studying local history through borrowed artifacts.

In 1981, elementary and middle students at the Norton Village School joined the Vermont Historical Society's Junior Historian Association, naming themselves "The Essex Explorers." They brought in articles lent to them by residents of the community, identified and catalogued them, and set up a museum in their two classrooms. They made a field trip to an historical museum and saw many of the objects they had collected. The project culminated in a party to which guests from the community were invited. Students led guided tours in costume and held a "Whatsit" competition. Community response was enthusiastic and there are plans for similar projects in succeeding years.

The project encourages community participation and can be accomplished easily by small schools with limited budgets. It is suitable, with adaptations, to all ages.

SERVICES AVAILABLE: Project description is in VERB (VB 369, 2 pp.).

CONTACT: Betty Wiggett and Delight Thibault
Norton Village School
Norton, Vermont 05907 (802) 822-5541

SUPERVISORY UNION: ESSEX NORTH

MAPPING

Promising Practices Abstract

REGION: SOUTHEAST

TITLE: MAPPING STUDY SKILLS

TARGET AUDIENCE: Elementary Teachers, Special Educators

DESCRIPTION: A curriculum in reading maps prepared for Grades 3 and 4 by the Learning Disability Group at Woodstock Elementary School and resource personnel at Hanover's Ray Elementary School.

The developers of this resource found that all available commercial mapping materials started at too complex a level for their learning-disabled population of students. Upon testing this curriculum in mainstream classrooms in the two schools, they also found that all the children benefitted, with or without learning problems, since the concrete experiences made reading maps more than a verbal exercise.

The mapping skills are presented in a series of lessons containing hands-on experiences and pencil-and-paper work. The developers feel that these materials are applicable to both the learning resource center and the mainstream classroom situation.

SERVICES AVAILABLE: The 43-page curriculum is in VERB (VB 42).

CONTACT:
Jean Broehl
Woodstock Elementary School
South Street
Woodstock, Vermont 05091 (802) 457-3487

SUPERVISORY UNION: WINDSOR CENTRAL

MATHEMATICS

Promising Practices Abstract

REGION: NORTHWEST

TITLE: MATHEMATICS THEIR WAY

TARGET AUDIENCE: K-2 Teachers

DESCRIPTION: A manipulative mathematics program which may be observed in the authors' multi-age classroom

"Mathematics Their Way" is a concept-level, activity-based, manipulative mathematics program appropriate for Grades K-2. It is based on the developmental theories of Piaget, in which cognitive development moves from concrete to abstract levels in a definite sequence.

In their multi-age classroom, the authors use the "Mathematics Their Way" program developed by Mary Baretta-Lorton and described in her book of the same title. They invite interested teachers to observe their program in action.

SERVICES AVAILABLE: See also: VB 417, (3 pp.), for program abstract and consultant resumes. Observation of the program is welcomed, by prior arrangement.

CONTACT:
Cyndy Coy and Cheryl King
Milton Elementary School
Milton, Vermont 05468 (802) 893-4358

SUPERVISORY UNION: MILTON

Promising Practices Abstract

REGION: CENTRAL

TITLE: MATH SKILLS CONTINUUM

TARGET AUDIENCE: Elementary, Middle School Administrators, Teachers

DESCRIPTION: A math skills continuum which forms the basis for the K-8 math curriculum in use at the Barre City Schools.

The curriculum includes a skills continuum, a series of recordkeeping sheets, probes, mastery-level tests, conversion table for obtaining grade-level scores, graphs, instructions for use, and rationale. It was developed in 1974 and has undergone many revisions. The last major revision was in the summer of 1983.

SERVICES AVAILABLE: Curriculum materials are available on loan from the Barre City Schools. Sample materials and consultant resume are in VERB (VB 386, 12 pp.). The Curriculum Coordinator is available to conduct workshops for small groups of teachers on the use of the system and its adaptation to other schools.

CONTACT:
Miriam Conlon
Barre City Schools
Barre, Vermont 05641 (802) 476-6456

SUPERVISORY UNION: BARRE CITY

MUSIC

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: INTEGRATING ORFF TECHNIQUES IN THE ELEMENTARY MUSIC CLASS

TARGET AUDIENCE: Elementary Teachers

DESCRIPTION: Orff techniques have been successfully integrated into the music program at Milton Elementary School using instruments which were readily available.

Orff-Schulewerk is a process for learning musical concepts through a sequentially arranged, developmentally based pattern of musical experiences. Ideas are introduced and developed through song, speech, notation, and movement. The fundamental premise of Orff-Schulewerk is that an endless variety of materials and approaches may be used to teach a single concept, making the technique accessible to everyone.

The developer maintains that it is not necessary to have Orff bar instruments or special training for the teacher in order to employ Orff principles, though these are eventually desirable goals. Orff techniques were introduced into the music curriculum at Milton Elementary by adapting existing materials rather than by buying the Orff bar instruments. The success of the program stimulated the community to obtain Orff instruments both through the school budget and through a newly formed Music Boosters Club. The school hopes ultimately to obtain the full array of Orff instruments.

SERVICES AVAILABLE: Abstract and consultant resume are in VERB (VB 400, 1 p.). The developer will be happy to have teachers observe classes so that they may see the program in action. She will also offer suggestions for adapting materials on hand to fit the Orff philosophy.

CONTACT: Sandi MacLeod
Milton Elementary School
Milton, Vermont 05468 (802) 893-6636

SUPERVISORY UNION: MILTON

SPECIAL EDUCATION

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: COLCHESTER CLUSTER GROUP

TARGET AUDIENCE: 9th and 10th grade Administrators, Teachers, Guidance Counselors, Special Educators

DESCRIPTION: A team approach to providing support for IEP students as they enter 9th and 10th grades.

The Colchester Cluster Group is an interdisciplinary project begun under a Title IV-C Major Grant in 1981 to serve handicapped students in grades 9 and 10. It involves the "clustering" of regular educators, special educators, and guidance counselors to program for the students' total needs. It is the developers' contention that provision for ongoing communication among educators is essential for an I.E.P. to succeed.

Under the project, the teacher's role is expanded to that of teacher-advisor to help students deal effectively with the school system. All educators who come in contact with the student meet weekly to discuss student performance and insure ongoing communication and resolution of issues as they occur. The program insures coordination and adaptation of the curriculum to meet individual needs and a consistent approach to behavior managment.

SERVICES AVAILABLE: The original grant proposal, the first-year evaluation report, a working plan and procedures entitled, "Have We Done Everything?", and a plan for the second year are in VERE (VB 399, 48 pp.). The original project director is available for consultation with administrators and teachers who plan to develop a similar program.

CONTACT: Frank Murphy
Colchester Junior High School
Colchester, Vermont 05446 (802) 655-1772

SUPERVISORY UNION: COLCHESTER

Promising Practices Abstract **REGION:** NORTHWEST

TITLE: COLLABORATIVE WORKING RELATIONSHIPS TO MEET CLASSROOM NEEDS

TARGET AUDIENCE: Elementary through Secondary Teachers, Administrators

DESCRIPTION: An interactive model for classroom-based inservice training for teachers and instruction for students with mild handicapping conditions.

IMPACT (Interactive Model of Professional Action and Change for Teachers) is a child demonstration center at South Burlington High School in South Burlington, Vermont. Its purpose is to develop methods and strategies to help learning-disabled students pass basic competency tests required by the State for graduation.

An important part of IMPACT is the teaming of regular classroom teachers and consulting teachers to develop curriculum sequences and courses, implement teaching strategies in the classroom, and evaluate programs. The process involves cooperative weekly planning, team teaching, and child evaluation. Primary emphasis is on the use of cooperative groups in the classroom and the teaching of study skills and information-gathering strategies. The result is that more students are successfully achieving the skills necessary to meet the Vermont basic competency standards.

Some outcomes of IMPACT are a central recordkeeping system for monitoring individual mastery of basic competencies, a test manual for assessment of basic competencies, a workshop and a graduate-level course on the use of cooperative groups and learning strategies in the classroom, a workshop to develop teaching sequences for specific competencies, and team-taught classes in English, Math, and Social Studies.

SERVICES AVAILABLE: A summary of the project, titled, "Collaborative Working Relationships to Meet Classroom Needs," sample materials for staff development, curriculum and implementation, and systems change, and consultant resumes are in VERB (VB 392, 60 pp.). The developers welcome visits to South Burlington High School (3-5 visitors at a time) and are available as workshop instructors (maximum of 100 participants) in the use of cooperative groups and learning strategies.

CONTACT: Kristina Sthalbrand, Arlene Moore, and John Willard
South Burlington High School
Dorset Street
South Burlington, Vermont 05401 (802) 862-6409

SUPERVISORY UNION: SOUTH BURLINGTON

Promising Practices Abstract

REGION: NORTHWEST

TITLE: INTEGRATING THE SUPPLEMENTAL RESOURCE PROGRAM WITH THE CLASSROOM PROGRAM FOR STUDENTS WITH SPECIAL NEEDS

TARGET AUDIENCE: Elementary, Middle Administrators, Special Educators

DESCRIPTION: Beginning in January 1982, the Lincoln Community School undertook the task of revamping its system for delivery of services to special needs students in an effort to increase coordination and communication among the resource people and teachers, aides, and parents.

The resulting program integrated Chapter I, remedial, and special education services into the classroom curriculum program for 23 students representing grades 1-6 of the 1982-83 school year. A description of the program includes rationale, historical background, and a discussion of the strategies used to bring about change in the delivery of services.

SERVICES AVAILABLE: Program description and consultant resume are in VERB (VB 381, 6 pp.). Visits to the school to observe the program in operation and to discuss its merits with the staff can be made by approaching the contact person.

CONTACT:
Mary E. Peabody
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RD 1
Bristol, Vermont 05443 (802) 453-2119

SUPERVISORY UNION: ADDISON NORTHEAST

Promising Practices Abstract **REGION:** SOUTHEAST

TITLE: PROBLEM SOLVING THROUGH QUALITY CIRCLES

TARGET AUDIENCE: Middle through Secondary Teachers, Administrators, Special Educators

DESCRIPTION: A paper describing the application of Quality Circles techniques to developing a service delivery model for special education students at the Whitingham School.

Although Quality Circles techniques for problem solving have been used successfully in business and industrial settings in Japan and in the United States, their use in educational settings is still in its infancy. In 1982, the Whitingham School examined crucial issues surrounding the mainstreaming of formerly identified special education students using a modified Quality Circle approach. The Team chose three service delivery options for trial implementation during the 1983-84 school year: cooperative learning groups, microcomputers to supplement classroom instruction, and a cross-age tutoring program. As a secondary result of this process, members of the Team began to focus on the structure of the middle school and its effectivenes in dealing with special needs students. They have initiated a reorganization of the middle school to better serve special needs students. The author concludes that Quality Circles is a viable method for facilitating educational change.

SERVICE AVAILABLE: Research paper, written by Michele Stanlewicz, formerly Special Education Consultant for the district, for the Interactive Leadership Concentration at the University of Vermont, is in VERB (VB 398, 46 pp.). The principal of the school may be contacted for more information about the ongoing program.

CONTACT: John Doty, Principal
Whitingham School
Jacksonville, Vermont 05342 (802) 368-2880

SUPERVISORY UNION: WINDHAM SOUTHWEST

VOCATIONAL EDUCATION

Promising Practices Abstract

REGION: NORTHWEST

TITLE: PROJECT D.E. (DISTRIBUTIVE EDUCATION)

TARGET AUDIENCE: Secondary Teachers, Administrators, Distributive Educators, Community Businesses

DESCRIPTION: A comprehensive educational/vocational program designed to prepare approximately 20 young men and women for careers in marketing and distribution.

Many students fail to see why they are in school. This program attempts to make a connection between school and work and at the same time prepare students for gainful employment while they are still in high school.

Project D.E. was initiated at Bellows Free Academy with the help of a mini-grant in 1982. Distributive Education was chosen because of its emphasis on good judgment over specific skill acquisition and because it is a field which growing numbers of high school students enter. The program is aimed at students in grades 9-12 of all levels of ability.

Classroom teachers in math, industrial arts, home economics, and business revamped their courses to incorporate instruction in general marketing techniques, interpersonal relations, sales promotion, and distribution. A school store was opened, providing an opportunity for "hands-on" reinforcement of classroom learning. Finally, selected students were placed on community job sites by the guidance department.

Distributive Education is an example of cooperative instruction provided by the school, the distributive businesses, and the community, from which all three benefit.

SERVICES AVAILABLE: Program description and evaluation, including list of materials purchased under the mini-grant, are in VERB (VB 384, 15 pp.).

CONTACT:
Harry Loso
Bellows Free Academy
Fairfax, Vermont 05454 (802) 849-6711

SUPERVISORY UNION: FRANKLIN WEST

YEARBOOKS

Promising Practices Abstract **REGION:** SOUTHWEST

TITLE: PATHWAYS: AN ELEMENTARY YEARBOOK

TARGET AUDIENCE: Elementary Teachers, Administrators, Students

DESCRIPTION: An elementary school yearbook project which was initiated in 1983 at Castleton Elementary School.

This program is geared towards students in Grades 4, 5, and 6, but some aspects could be adapted to lower grades. It would be suitable as an ongoing program for upper-elementary language arts and math, and for gifted and talented students.

Teachers and members of the Photography Club (fourth, fifth, and sixth graders) decided on the yearbook's contents. The Photography Club was instrumental in taking and developing the pictures and helped with the layout of each page. Other students contacted local businesses and sold advertisement space. Proceeds from advertising were used to restock the darkroom.

The School Annual Publishing Company in Coshocton, Ohio supplied instructions and materials for layout and did the actual publishing.

The project generated a great deal of interest and excitement. There are plans for involving even more students in the next issue.

SERVICES AVAILABLE: Description of the project and of changes envisioned for the next issue based on the first year's experience are in VERB. Also included is a copy of the May, 1983 yearbook, Pathways (VB 410, 27 pp.).

CONTACT:
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Box 337
Bomoseen, Vermont 05732 (802) 468-5624

SUPERVISORY UNION: ADDISON-RUTLAND

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RESOURCES AVAILABLE FROM THE VERMONT EDUCATIONAL RESOURCE CENTER (VERC)

The Vermont Educational Resource Center of the State Department of Education operates a clearinghouse of information specifically geared to the needs of Vermont school personnel. Among other services, the Center:

- houses ERIC (Educational Resources Information Center), a national database of over 500,000 educational resources, classroom ideas, new practices, educational studies, and teacher-made products collected nationwide. The Center is the only location in the state with a complete file of ERIC resources with the capacity to reproduce them for Vermont teachers and administrators. ERIC resources are available to Vermont school personnel free for the first fifty pages of microfiche or paper copy per school year.

- conducts computer searches for further reference materials free of charge for Vermont's elementary and secondary public and private schools.

- identifies, collects, preserves, and shares VERB (Vermont Educational Resource Base), a collection of over 400 Vermont-originated or -adapted curriculum materials, program descriptions, and consultant service descriptions which are reproduced on master microfiche, indexed, and made available to Vermont elementary and secondary school personnel on the same basis as are ERIC materials.

- administers RAP (Resource Agent Program), a program which identifies Vermont workshop leaders, publicizes their services through the annual RAP Catalog, and subsidizes part of the costs of their workshops.

- issues a bi-monthly newsletter, Computer Bits, and is establishing a computerized Vermont School Network.

- publishes special Vermont teaching resources, such as the Directory of Educational Resources Available from Vermont State Agencies, now available to Vermont school personnel, and this booklet of regionally collected promising practices.

The Center is open to the public Monday through Friday from 8:00 A.M. to 4:30 P.M., except for State holidays. It is located on the fourth floor of the State Office Building on State Street in Montpelier. Telephone: (802) 828-3124.

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VERMONT EDUCATIONAL RESOURCE CENTER

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State Department of Education
120 State Street
Montpelier, Vermont 05602
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